

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): Office of the Governor State of South Dakota	Applicant's Mailing Address: 500 East Capitol Ave. Pierre, SD 57501
State Contact for the Education Stabilization Fund	
Name: Jason C. Dilges	
Position and Office: Commissioner of the Bureau of Finance and Management	
Contact's Mailing Address:	
500 East Capitol Ave. Pierre, SD 57501	
Telephone: 605-773-3411	
Fax: 605-773-4711	
E-mail address: Jason.Dilges@state.sd.us	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Jason C. Dilges, Commissioner, Bureau of Finance and Management	Telephone: 605-773-3411
Signature of Governor or Authorized Representative of the Governor: <u>/s/</u> <u>X</u>	Date: 05/20/2010
Recommended Statement of Support from the Chief State School Officer (<i>Optional</i>): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): Thomas J. Oster	Telephone: 605-773-5669
Signature of the Chief State School Officer: <u>/s/</u> <u>X</u>	Date: 5-20-10

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.³
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

³ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

1. Levels of State support for elementary and secondary education (*the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis*):

FY 2006 \$280,022,412

FY 2009 \$313,280,822

FY 2010* \$321,071,116

FY 2011* \$316,510,858 (Updated 5/12/10)

(* Provide data to the extent that data are currently available.)

2. Levels of State support for public institutions of higher education (*enter amounts for each year*):

FY 2006 \$137,148,371

FY 2009 \$151,130,857

FY 2010* \$148,883,273 (Updated 5/12/10)

FY 2011* \$143,942,777 (Updated 5/12/10)

(* Provide data to the extent that data are currently available.)

3. Additional Submission Requirements: In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.



STATE OF SOUTH DAKOTA
M. MICHAEL ROUNDS, GOVERNOR

**Application for Funding
for Phase II of the Education Fund under the
State Fiscal Stabilization Fund Program
Additional Submission Requirements
(Updated 5/12/10)**

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

3. Additional Submission Requirements: In an attachment to the application –

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

In determining the amount of State funding for State fiscal year 2006 and fiscal year 2009, the actual expenditures and encumbrances made by the State to K-12 public school districts under the State aid to general education funding formula were used. This information was obtained from the South Dakota Central Accounting System (BA20).

In determining the amount of funding for State fiscal year 2010, the projected expenditures by the State for K-12 public school districts under the State aid to general education funding formula were used. This information was obtained from the South Dakota Budget System (RB03).

In determining the amount of funding for State fiscal year 2011, the level of estimated State support for K-12 public school districts under the State aid to general education formula was used. The formula provides for an inflationary adjustment of 1.2% in per student funding resulting in a total state funding need of \$322,056,191. However, due to the economic situation, the state does not have sufficient resources to fund K-12 education at this level in State fiscal year 2011. Therefore, the legislative appropriated State fiscal year 2011 budget does not include the statutorily required inflationary 1.2% increase within the elementary and secondary education primary funding formula. As a result, the appropriated level of state funding through the K-12 primary funding formula totals \$316,510,858. Education State Fiscal Stabilization Funds will be used to restore funding to the greater of fiscal year 2008 or 2009 level. The total per student funding for fiscal year 2011 is at the same level of funding as fiscal year 2010. This information was obtained from South Dakota state aid to general education formula estimates using the best available data as of March 2010.

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

In determining the amount of State funding for State fiscal year 2006 and fiscal year 2009, the actual expenditures and encumbrances made by the State to public institutions of higher education, excluding capital projects, research and development and tuition and fees; were used. This information was obtained from the South Dakota Central Accounting System (BA20).

In determining the amount of State funding for State fiscal year 2010, the projected expenditures budgeted by the State for public institutions of higher education, excluding capital projects, research and development and tuition and fees; were used. This information was obtained from the South Dakota Budget System (RB03).

In determining the amount of funding for State fiscal year 2011, the legislative appropriated expenditures for the State for public institutions of higher education, excluding capital projects, research and development and tuition and fees; were used. This information was obtained from the South Dakota Budget System (RB03).

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name):

Jason C. Dilges, Commissioner, Bureau of Finance and Management

Signature:
(Handwritten signature of Jason C. Dilges)

Date:
05/20/2010

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	<p>Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).</p>
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Please respond (Yes or No): Are the data related to this indicator at <http://www.ed.gov/programs/statesstabilization/indicator-a1.xls> correct?

¹ Yes, the data are correct.

² No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.³

Please respond (check only one):

⁴ The State makes the data *publicly available* and updates the data *annually* on a website.

➔ Provide the State website where the data are provided by the State to the public:⁵ <http://doe.sd.gov/nclb/stateperformancereport.asp>

➔ For 2008-2009 this information can be found in table 1.5.3 (page 46 of CSPR Part I)

⁶ The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: ⁷ Click here to enter text.

- ⁸ The State does not make the data publicly available on a website.
- ➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	<p>Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(3)(C) of the ESEA).</p>
	

Please respond (Yes or No): Is the State's Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

Yes, the information is correct.

No, the information is not correct.

- ➔ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:³ <http://www.ed.gov/programs/teacherqual/hqtplans/sdепrevised.doc>

Please respond (check only one):

- The State makes the information *publicly available* and updates the information *annually* on a website.
 - ➔ Provide the State website where the information is provided by the State to the public:⁵ <http://www.ed.gov/programs/teacherqual/hqtplans/sdепrevised.doc>
 - The State makes the information *publicly available* on a website but updates it *less than annually*.
 - ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the most recently updated information is provided by the State to the public:⁷ [Click here to enter text.](#)
- The State does not make the information publicly available on a website.
 - ➔ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.
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Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

*² The State makes the information *publicly available* and updates the information *at least annually* on a website.*

➔ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

*⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.*

*➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 ➔ Provide the State website where the most recently updated information are provided by the State to the public:
⁵ [Click here to enter text.](#)*

⁶ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public.
¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator
(a)(3)**

Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.
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Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public.⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
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Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public: [Click here to enter text.](#)

⁵ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁶ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2) **Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.**

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each L.E.A. uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available.¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text!](#)

¹³ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6) Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information publicly available and updates it at least annually on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the information publicly available on a website and updates it less than annually.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.
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Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.
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Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.

Verification Chart in Part 3B, Section II.

- 4) The capacity to communicate with higher education data systems?
- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.
- (5) An audit system assessing data quality, validity, and reliability?
- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.
- Please respond (check Yes or No):** For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:
- (6) Yearly State assessment records of individual students?
- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.
- (7) Information on students not tested, by grade and subject?
- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.
- (8) A teacher identifier system with the ability to match teachers to students?
- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

Verification Chart in Part 3B, Section II.

- (9) Student-level transcript information, including on courses completed and grades earned?
- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

- (10) Student-level college readiness test scores?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

- (11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

- (12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	<p>Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.</p> <p>Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs?</p> <p><input checked="" type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”</p> <p><input type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section III.</p>
Indicator (b)(3)	<p>Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.</p> <p>Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?</p> <p><input checked="" type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”</p> <p><input type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section IV.</p>

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	<p>Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.</p> <p> </p>
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Please respond (check one): Is the status of the Department's approval, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

Yes, the status is correct.

- ➔ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient:³ *The approval letter is on the DOE websites:*

- ➔ Click on:
- ➔ <http://doe.sd.gov/octa/assessment/dakSTEP/index.asp>
- ➔ scroll to the middle of the page until you find: South Dakota's NCLB Approval letter for reading and math
- ➔ Click on this link to read our NCLB approval letter for reading and math.

- ➔ OR
- ➔ Click on: <http://doe.sd.gov/oess/specialed/news/altassessment.asp>
- ➔ scroll to the middle of the page until you find: South Dakota's NCLB Approval letter for reading and math
- ➔ Click on this link to read our NCLB approval letter for reading and math.
- ➔ South Dakota is still "In Progress" for Science. The letter will be made available when received.

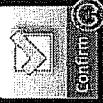
Please respond (check one):

- The State makes the status information *publicly available* and keeps it *up-to-date* on a website.⁴
- ➔ Provide the State website where the status is provided by the State to the public.⁵
- ➔ The approval letter is on the DOE websites:
 - ➔
 - ➔ Click on:
 - ➔ <http://doe.sd.gov/octa/assessment/dakSTEP/index.asp>
- ➔ scroll to the middle of the page until you find: South Dakota's NCLB Approval letter for reading and math
- ➔ Click on this link to read our NCLB approval letter for reading and math.
- ➔ OR
- ➔ Click on: <http://doe.sd.gov/oess/specialed/news/altassessment.asp>

- scroll to the middle of the page until you find: South Dakota's NCLB Approval letter for reading and math
- Click on this link to read our NCLB approval letter for reading and math.
- South Dakota is still "In Progress" for Science. The letter will be made available when received.
- ⁶ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.
- If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the most recently updated information is provided by the State to the public: ⁷ Click here to enter text.
- ⁸ The State does not make the status information publicly available on a website.
- Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator
(c)(2)**

Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department



Please respond (Yes or No): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c2.xsl>, correct?

Yes, the status is correct.

- ➔ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient.³ The approval letter is on the DOE website:
 - ➔ Click on: <http://doe.sdgov/doess/specialed/news/altassessment.asp>. Scroll to the middle of the page and until you find Dakota STEP – A; scroll and click on South Dakota's NCLB Approval in Reading and Math (<http://www2.ed.gov/admins/lead/account/nclbfinalassess/sd7.html>).

Please respond (check one):

The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the status is provided by the State to the public.⁵ The approval letter is on the DOE websites:
 - ➔ See above
 - ➔ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.
 - ➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - ➔ Provide the State website where the information is collected and publicly available:⁶ [Click here to enter text](#).
 - ➔ The State does not make the status information publicly available on a website.
 - ➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.	
(c)(3)	 <input type="checkbox"/> Confirm	

Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c3.xls>, correct?

¹ Yes, the information is correct.

² No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient.³

→ Click on: <http://doe.sd.gov/oess/specialized/news/altassessment.asp>. Scroll to the middle of the page and until you find Dakota STEP – A; scroll and click on South Dakota's NCLB Approval in Reading and Math (<http://www2.ed.gov/admins/lead/account/nclbfinalassess/sd7.html>).

Please respond (check one):

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available.⁵ The approval letter is on the DOE websites:

→ See above

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text](#).

⁸ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

¹ Yes, this has been completed within the last two years.

² No, this has been completed, but it occurred more than two years ago.

³ No, this has never been completed.

Please respond (check one):

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:⁵

This information can be found on the DOE Stimulus website by clicking on the Status of Phase II Assurances link under State-Specific Information.

➔ <http://doe.sd.gov/stimulus/>

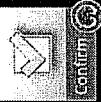
⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text](#).

⁸ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.
 GARIBOLDI	

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

- Yes, the data are correct.
 No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

Please respond (check one):

The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available.⁵ <http://doe.sd.gov/nclb/stateperformance.aspx>

→ For 2008-2009, see Part I table 1.2.3 (page 11)

The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available: [Click here to enter text](#).

The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

- ⁹ Yes, the data are correct.
¹⁰ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
//

Please respond (check one):

- ¹¹ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.
- ➔ Provide the State website where the data are collected and publicly available:¹³ <http://doe.sd.gov/nclb/stateperformancereport.asp>
- ➔ For 2008-2009, see Part I table 1.2.1 (page 10)
- ➔
- ¹⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.
- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:¹⁵ Click here to enter text.
- ¹⁶ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website.
- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

¹ Yes, this was completed within the last two years.

² No, this was completed more than two years ago.

³ No, this has never been completed.

Please respond (check one):

⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the information is collected and publicly available.⁵
This information can be found on the DOE Stimulus website by clicking on the Status of Phase II Assurances link under State-Specific Information.

➔ <http://doe.sd.gov/stimulus/>

⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available.⁷ Click here to enter text.

⁸ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator
(c)(7)**

Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c7.xls>, correct?

- ¹ Yes, the information is correct.
² No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
³ [Click here to enter text](#).

Please respond (check one): Is the State's current status available on the State's website?

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
→ Provide the State website where the information is collected and publicly available:⁵
South Dakota Codified Law (SDCL) 1-27-20 authorizes English as the common language of the state. Because English is the common language of the state, it does not provide any native language versions of State assessments for LEP students that are approved by the department.
<http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&Statute=1-27-20>.
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the information is collected and publicly available:⁶ [Click here to enter text](#).
- ⁸ The State does not make the information publicly available on a website.
→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator
(c)(8)**

Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.



Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State reading/language arts assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

- Yes, the data are correct.
 No, the data are not correct.

- If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

Please respond (check one):

⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ <http://doe.sd.gov/nclb/stateperformancereport.asp>.

→ For 2008-2009, see Part I table 1.2.3 (page 11).

⁶ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text](#).

⁸ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

- If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.
11

Please respond (check one):

12 The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

- Provide the State website where the data are collected and publicly available:¹³ <http://doe.sd.gov/nclb/stateperformancereport.asp>.
- For 2008-2009, see Part I Table 1.2.1 (page 10)
-

14 The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the data are collected and publicly available:¹⁵ Click here to enter text.

16 The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website.

- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator
(c)(9)**

Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).



Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

- Yes, the State Report Card includes this information.
 - No, the State Report Card does not include this information.
- If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:
<https://nclb.ddncampus.net/nclb/index.html>.

Indicator (e)(10) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available.⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (e)(12) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.
→ Provide the State website where the data are collected and publicly available.⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ No, the State does not collect these data.

If No, please respond (check one):

- The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.
- Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

- The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

- Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the most recently updated data are provided by the State to the public.
⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

- Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

¹ Yes, the State collects these data.

If Yes, please respond (check one):

² The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:⁵ [Click here to enter text.](#)

⁶ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1)

Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

' Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

- Provide the definition here:²
 - South Dakota Definition of Persistently Lowest Achieving Schools
 - South Dakota developed its list of Persistently Lowest Achieving (PLA) schools using the following definitions. Academic achievement and lack of progress were based solely on results from the Dakota State Test of Educational Progress (DSTEP) reading and math assessments including the alternate, DSTEP-A. Proficiency includes any student who is proficient or advanced. The “all students” group includes all students who took the test that met the state’s definition of full academic year as per its approved accountability workbook.
 - In developing its PLA list, the state identified two groups of schools. The first group consists of Title I schools in improvement, corrective action, or restructuring as listed in the state’s NCLB Report Card for 2009. These 54 schools include elementary, middle, and high schools. Elementary schools are defined in ARSD 24:43:01:01 (38) as a school consisting of any combination of grades from kindergarten through eighth grade. ARSD 24:43:01:01 (41) defines a secondary school as one consisting of any combination of three or more consecutive grades, including ninth grade through twelfth grade. Secondary schools that are eligible for, but do not receive, Title I, Part A funds were the second group of schools identified. School eligibility for Title I services has been determined by each district through its chosen ranking procedure as documented in its consolidated application for the 2009-2010 school year.
 - Each state must consider two factors, proficiency and lack of progress, in identifying its list of PLA schools. The two factors, proficiency and lack of progress, were weighted equally. Secondary and elementary schools are also weighted equally. The state is not considering any other factors in addition to proficiency and lack of progress in identifying its persistently lowest-achieving schools. South Dakota has chosen not to expand its list to identify additional schools as eligible for School Improvement Grant (SIG) funds.
 - Proficiency
 - Proficiency was determined based on academic achievement of the “all students” group on the DSTEP for 2009. Reading and math results were combined to develop a single percentage score for each school. The numerator was determined by calculating the total number of proficient and advanced students in the “all students” group in reading and in math for each school in 2009. The total

number of proficient students in reading and mathematics were added together. The denominator was determined by calculating the total number of students in the “all students” group in the school who took the DSTEP reading and mathematics assessments in 2009 who met the state’s criteria for full academic year. The total number of students tested in reading and math were added together. The numerator was divided by the denominator to determine the percent proficient in reading and mathematics, combined, in the school. This score was used to rank each set of schools from highest to lowest in terms of proficiency of the “all students” group on the DSTEP reading and mathematics assessments combined.



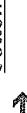
→ → Lack of progress was determined to identify schools that are lowest achieving over multiple years. South Dakota computed lack of progress over both two and three years. In order to look at lack of progress, the steps described to determine proficiency as described above were repeated for the 2008 and 2008 DSTEP assessment results for each school. Rankings for 2007, 2008, and 2009 were added together for a total ranking. This total combined ranking score was used to rank each set of schools from highest to lowest in terms of lack of progress.



→ → There are 54 Title I schools in improvement, corrective action, or restructuring in the 2009-2010 school year. To determine the five lowest achieving schools within this group of schools, proficiency was first calculated for each school and rank ordered highest to lowest. The five schools were chosen from the bottom of that ranking. One of the schools identified through the proficiency ranking had only been in existence for two years. Therefore, when considering lack of progress, the ranking based on two years of data was used. The five schools at the bottom of this combined ranking over two years mirrored the ranking of proficiency. These five schools have been identified as Persistently Lowest Achieving (PLA) for this tier. None of the secondary Title I schools in improvement, corrective action, or restructuring have a graduation rate of less than 60%.



→ → There are 132 secondary schools eligible, but not receiving Title I funds. School eligibility for Title I services has been determined by each district for the 2009-2010 school year. Five percent of the 132 secondary schools in this pool equals 6.6, or 7 schools. To determine the seven lowest achieving schools within this group of schools, proficiency was first calculated for each school and rank ordered from highest to lowest. At this point, five schools with less than ten students tested (consistent with the state’s minimum “n” of 10 as per its approved accountability workbook) were excluded from the full list. This action is consistent with the waiver received by South Dakota to exclude schools with less than ten students tested in the school from further consideration. The seven schools at the bottom of that proficiency ranking were noted.



→ → One of the schools identified through the proficiency ranking had only been in existence for two years. Therefore, when considering lack of progress, the ranking based on two years of data was used. Schools were again ranked according to their lack of progress over two years from highest to lowest. One secondary school was excluded from further consideration since its focus is on a particular group of students who are pursuing the General Educational Development (GED) program. The seven schools at the bottom of the lack of

progress ranking were noted.

- ➔ ➔ The state is required to consider both proficiency and lack of progress in identifying its PLA schools. For Tier II, the list of schools identified under proficiency was not the exact same seven schools identified through lack of progress. To make the determination of PLA secondary schools, the ten schools identified by either proficiency or lack of progress were ranked first by proficiency and then by lack of progress. These two ranking scores were added for a total combined rank score. The schools were rank ordered again by this combined score and the bottom seven schools noted. Seven schools, or five percent, were identified as PLA for Tier II. One secondary school was identified with a graduation rate less than 60% over the past three years but was excluded since its focus is to assist students who are pursuing the General Educational Development (GED) program.

- ➔ ➔ Tier III

Five of the 54 Title I schools in improvement, corrective action, or restructuring were identified as Tier I schools. The remaining 49 are listed as Tier III schools.

If Yes, please respond (check one):

- ³ The State has made the definition *publicly available* on a website.

- ➔ Provide the State website where the definition is publicly available.⁴ On the DOE Stimulus Website (<http://doe.sd.gov/stimulus/>), go to State-Specific Information section. The definition is posted under the Persistently Low Achieving Schools Definition link.

- ⁵ The State does not make the definition publicly available on a website.

- ➔ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

- ⁶ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

- ➔ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator
(d)(3)**

Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

- ➔ Provide the State website where the information is collected and publicly available:³ [On the DOE Stimulus Website \(<http://doe.sd.gov/stimulus/>\)](http://doe.sd.gov/stimulus/), go to State-Specific Information section. The schools are posted under the Persistently Low Achieving Schools link.



The State makes the data *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
[Click here to enter text!](#)

The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4) Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.
³

- ➔ Provide the State website where the information is collected and publicly available:³
- ➔ This information can be found on the DOE Stimulus website by clicking on the Status of Phase II Assurances link under State-Specific Information.

➔ <http://doe.scl.gov/stimulus/>

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ No, the State does not collect this information.
⁷

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

- Provide the State website where the information is collected and publicly available;³ On the DOE Stimulus Website (<http://doe.sd.gov/stimulus/>), go to State-Specific Information section. The schools are posted under the Persistently Low Achieving Schools link under the heading Excluded from Tier II List.

The State makes the data *publicly available* on a website and updates the information *less than annually*.

- Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the most recently updated information is provided by the State to the public:
⁴ Click here to enter text.

The State does not make the information publicly available on a website.

- Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

- Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



Indicator (d)(6) Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

→ This information can be found on the DOE Stimulus website by clicking on the Status of Phase II Assurances link under State-Specific Information.

→ <http://doe.sq.gov/stimulus/>

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁴ Click here to enter text.

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator
(d)(7)**

Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³

South Dakota does not legally authorize charter schools.

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.



Confirm

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

NA. South Dakota does not allow charter schools.

- Yes, the data are correct.
 No, the data are not correct.

- If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[Click here to enter text.](#)

Please respond (check one):

NA. South Dakota does not allow charter schools.

- ⁴ The State makes the data *publicly available* and keeps it *up-to-date* on a website.
- Provide the State website where the data are collected and publicly available.⁵ If a charter school were to open in SD, the information would be reported in our Educational Directory - <http://doe.sd.gov/ofm/edudir/index.asp>
- ⁶ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.
- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- Provide the State website where the most recently updated information is provided by the State to the public.
[Click here to enter text.](#)
- ⁸ The State does not make the data publicly available on a website.
- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

NA. South Dakota does not allow charter schools.

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

NA. South Dakota does not allow charter schools.

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ Click here to enter text.

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11) Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

NA. South Dakota does not allow charter schools.

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.²

The State makes the information *publicly available* on a website and updates the information *less than annually*.³

- ➔ Provide the State website where the information is collected and publicly available.⁴
- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ Click here to enter text.
[Click here to enter text](#)

The State does not make the information publicly available on a website.⁶

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.⁷

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12) Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

NA. South Dakota does not allow charter schools.

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ If charter schools operated in SD, the information would be reported on the SD DOE website – www.doe.sd.gov

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ Click here to enter text.

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas **(a), (c), and (d)** for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Descriptor (a)(1)	✓	✓
Indicator (a)(3)	✓	✓
Indicator (a)(4)	✓	✓
Indicator (a)(5)	✓	✓
Descriptor (a)(2)	✓	✓
Indicator (a)(6)	✓	✓
Indicator (a)(7)	✓	✓

	<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Indicator (c)(10)		✓	✓
Indicator (c)(11)		✓	✓
Indicator (c)(12)		✓	✓
Indicator (d)(1)		✓	✓
Indicator (d)(2)		✓	✓

Progress Reporting

SD DOE has developed a web page to show the progress of the department in the development and implementation of plans to meet all assurances under SFSF Phase II. The location of the website is:

<http://doe.sd.gov/stimulus/>

A spreadsheet showing the status of each assurance can be found under the Status of Phase II Assurances link under State-Specific Information.

The web page will be updated at least monthly to show the most recent progress of the department in each area.

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator (b)(1), please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be addressed in plan</u>	<u>Does not need to be addressed in plan</u>
1		✓
2		✓
3		✓
4	✓	
5		✓
6		✓
7		✓
8	✓	
9		✓
10		✓
11	✓	
12	✓	

III. INDICATOR (b)(2) - Not Applicable

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3) – Not Applicable

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do apply**. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
 - The milestones established toward developing those means;
 - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
 - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
 - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	✓	
Indicator (c)(12)	✓	

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.
 - The State reviews submitted data for accuracy prior to formally accepting the data. The SEA has the ability to produce reports for districts identifying data that is likely to be in error and asking for district confirmation of or correction to data submitted.
 - Statistical checks are performed on data submitted by school districts, especially for dropouts, statewide exam exemptions and absences from statewide exams.
 - Consequences can be imposed on school districts that do a poor job of accounting for missing students related to tracking dropouts, graduates and enrolled students.
 - Consequences can be imposed on school districts that do a poor job of collecting and submitting accurate and complete information in the form of adjusted accountability ratings, loss of funds, etc.
- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

For reporting purposes, SD DOE employs a minimum size of 10. This minimum-n requirement enables the state's reports to effectively maintain

Individual student confidentiality is maintained in accordance with federal FERPA privacy requirements.

II. ASSURANCES (a), (c), AND (d)

Assurance (a) Achieving Equity in Teacher Distribution – Indicators

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Indicators: a3 a4 a5 a6 a7

Descriptor: a1 a2

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- *The milestones that the State establishes toward developing and implementing those means;*
- *The date by which the State expects to reach each milestone;*

Milestone	Timeline
<i>The milestones that the State establishes toward developing and implementing those means</i>	<i>The date by which the State expects to reach each milestone</i>
1 Legislation put forward requiring teacher evaluation and development of an evaluation instrument	March 2010
2 Convene a group of representative stakeholders who reflect all relevant professional populations to help create a model teacher evaluation. The group will include, but is not limited to: practicing teachers, practicing principals, practicing superintendents, faculty from approved teacher preparation programs.	June 2010
3 Design a survey tool for school districts to describe the systems used to evaluate the performance of teachers and principals and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	June 2010
4 Notify school districts of the survey tool and the data elements that will be collected through the survey tool.	August 2010
5 Survey school districts through the SEA's Annual Data Collection to describe the systems used to evaluate the performance of teachers and principals. The survey tool will gather the information needed to respond to SFSF Descriptors (a)(1) and (a)(2) and Indicators (a)(3), (a)(4), (a)(5), (a)(6) and (a)(7).	October 2010
6 Compile survey responses from school systems	December 2010
7 Post descriptors and indicators for every school district.	January 2011

- *Describe any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;*

There are no state laws, rules or policies that would prevent the State from implementing a new data collection requirement.

- *The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means;*

The timeline for implementing these requirement will be posted on the SDDOE website by June 2010. A blank form of the survey tool will be posted on the SDDOE website in August 2010.

The South Dakota Department of Education has a scheduled data collection in the fall that closes on October 15th. The survey data will be required by this date. Data will be collated and posted for the public by February 2011 with the results of the surveyed data.

- *The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.*

This project is expected to take 100 hours of programming time for building and testing of the survey instrument. The design of the data collection and processes (communication, training, and quality control) will be incorporated into the work of the SDDOE Office of Data Collection team. The team includes a combination of individuals who are paid from state general fund dollars and from federal education program dollars.

Furthermore, the plan must satisfy the following general requirements:

- (A) *Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;*

The Office of Data Collection will work with the Bureau of Information and Technology to develop the survey tool. The execution of the survey will be managed by the Data Collection team as well as the collation and reporting of the information on the website. No new staff have been identified for this work and thus it will stretch the workload of the department in carrying out the required workload.

- (B) *Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;*

The SDDOE will solicit comments and advice from the appointed teacher evaluation committee in the development of both the model evaluation instrument and the survey tool used to gather the information from school systems about their teacher and principal evaluation processes. The SEA is likely to ask districts to categorize their evaluation tools in addition to asking for a

description. The SDDOE provides yearly training and technical assistance to school districts for completion of the fall Annual Data Collection. Training and technical assistance specific to this survey will be incorporated into the overall training program.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

SD DOE has developed a web page to show the progress of the department in the development and implementation of plans to meet all assurances under SFSF Phase II. The location of the website is:

<http://doe.sd.gov/stimulus/>

A spreadsheet showing the status of each assurance can be found under the Status of Phase II Assurances link under State-Specific Information.

The web page will be updated at least monthly to show the most recent progress of the department in each area.

(C) Provide the overall budget for the development, execution, and oversight of the plan.

Category	Funding Source	Amount	Justification
Personnel	State	\$2,000	100 hours at \$20/hour
	Federal		
Fringe Benefits	State	\$ 65	
	Federal		Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is \$5,773 per FTE.
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	\$5,000	100 hours at \$50/hour
	Federal		
Other	State		
	Federal		
Total	State	\$7,065	
	Federal		

Indicator (b)(1) - Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator (b)(1), please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

The SD DOE has applied for a grant through the Statewide Longitudinal Data System (SLDS) ARRA funds. The objectives within this grant correlate with meeting the 12 elements of the America COMPETES Act as well as the 7 elements of a longitudinal data system and the 10 elements of the Data Quality Campaign. SD DOE will work with an independent consultant and plans to purchase a commercial off-the-shelf software solution in order to expedite implementation of the system.

Listed below are the 7 outcomes within the grant application and the correlation they have with the 12 elements from the America COMPETES Act. Elements 4, 8, 11, and 12 are the elements that South Dakota has yet to meet.

SD DOE SLDS Outcomes:

- 1) Unique K-21 Student Identifier
- 2) Unique Staff Identifier
- 3) K-12 Longitudinal Data Warehouse
- 4) Integration of Postsecondary Data
- 5) Reporting and Analysis System
- 6) South Dakota Data Quality Initiative
- 7) Postsecondary Technical Institution Electronic Management System

12 Required Data System Elements from the America COMPETES Act	SD-EDS Outcomes						
	1	2	3	4	5	6	7
1. Student Identifiers	X				X		
2. Student Data			X	X		X	X
3. Exit Data			X	X		X	X
4. Higher Ed Communications*	X			X		X	X
5. Audit System			X	X		X	

6. Assessments			X	X
7. Non-tested				X
8. Teacher Identifiers*	X			X
9. Transcripts				X
10. SAT/ACT		X		X
11. Higher Education Transition*		X	X	X
12. Higher Education Success*	X	X	X	X

* elements South Dakota still needs to meet

Complete the Milestones and Timelines using the table below:

Milestone	Timeline	Element
<i>The milestones that the State establishes toward developing and implementing those means</i>	<i>The date by which the State expects to reach each milestone</i>	
1 Issue comprehensive RFP for Longitudinal Data System which includes a Unique Student ID engine, Unique Teacher ID engine, and a Reporting and Analysis System	April - June 2010	4, 8, 11, 12
2 Review Bids	June – July 2010	4, 8, 11, 12
3 Award RFP	August 2010	4, 8, 11, 12
4 Install and Integrate Student ID System	August – October 2010	4, 8, 11, 12
5 Install and Integrate Teacher ID System	August 2010 – October 2010	8
6 Begin population of data warehouse tables with K-12 data	November 2010	4, 8, 11, 12
7 Install Reporting and Analysis System	November 2010	4, 8, 11, 12
8 Build K-12 data cubes and reports	December 2010 – June 2011	4, 8, 11, 12
9 Load existing student and staff ID information	December 2010	8
10 Tune matching engine for student and staff IDs	December 2010	8
11 Populate Postsecondary data warehouse tables	April 2011	4, 11, 12
12 Build Postsecondary data cubes and reports	April 2011 – February 2012	4, 11, 12 (Cubes needed to meet the requirements of the America COMPETES Act will be priority and completed by September 2011.)

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

The Department of Education and Board of Regents will develop a Memorandum of Agreement that will allow the sharing of student performance data (e.g., ACT, SAT, STEP, etc.) that can be used to determine student remedial placement for those that have enrolled in baccalaureate degree seeking institutions.

The common agreement will be used to also assess student postsecondary success (continued progression at the same institution or transfer) within two years of their initial enrollment. Additional performance based measures (credit hour completion, proficiency, cumulative GPA) will be available for those students attending one of the six public institutions in the state.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

SD DOE is led by the Secretary of Education which is a position appointed by the Governor. The Secretary of Education, along with the Deputy Secretary and directors in charge of each division will provide the executive governance structure for the implementation of the longitudinal data system. The Office of Finance and Management will oversee the day to day operations of the longitudinal data system.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

SD DOE will work in partnership with the SD BOR and SD BIT in the development of the K-21 longitudinal data system. In addition, due to the magnitude of the project SD DOE will work with an external consultant to serve as the project manager for the implementation of the longitudinal data system.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

SD DOE has developed a web page to show the progress of the department in the development and implementation of plans to meet all assurances under SFSF Phase II. The location of the website is:

<http://doe.sd.gov/stimulus/>

A spreadsheet showing the status of each assurance can be found under the Status of Phase II Assurances link under State-Specific Information.

The web page will be updated at least monthly to show the most recent progress of the department in each area.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	\$381,543	
	Federal	\$402,251	
Fringe Benefits	State	\$94,583	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is \$5,773 per FTE.
	Federal	\$107,548	
Travel	State		
	Federal	\$37,500	
Equipment	State		
	Federal	\$493,650	
Supplies	State		
	Federal		
Contractual	State		
	Federal	\$8,809,250	
Other	State		
	Federal		
Total	State	\$476,126	
	Federal	\$9,850,199	

Indicator (c)(10) – Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

South Dakota currently uses the following method for calculating the graduation rate:

Divide the total number of graduates (completers) by the total number of graduates (completers) plus the 9th, 10th, 11th and 12th grade dropouts

SD DOE has had internal conversations about moving to the four-year adjusted cohort graduation rate. The intention is to use this rate for the 2010-2011 State Report Card.

Complete the Milestones and Timelines using the table below:

Milestone	Timeline
<i>The milestones that the State establishes toward developing and implementing those means</i>	<i>The date by which the State expects to reach each milestone</i>
1 Internal discussion about moving to 4 year adjusted cohort rate	Currently occurring
2 Submit changes to NCLB Accountability Workbook to reflect move to 4 year adjusted cohort	December 2010
3 Peer review process for the 4 year cohort rate	January 2010
4 Work with software vendor to make changes in State Report Card programming to calculate 4 year adjusted cohort rate.	January – April 2011
5 Run State Report Card calculations	July 2011
6 Report 4 year adjusted cohort graduation rate of State Report Card	August 2011

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

NA.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

The responsibility for implementing this will be shared by the Office of Education Services and Resources and Resources Division of Title Programs and the Office of Finance and Management Division of Data Management within the SD DOE. These two offices will work with the state's student information system vendor in pulling the data and running the calculations to meet this reporting requirement.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

South Dakota currently has in place a statewide student information system through Infinite Campus. In addition, SD DOE annually contracts with Infinite Campus for development of the State Report Card. SD DOE and Infinite Campus will work together to make changes to the currently graduation rate calculation in order to meet this requirement.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

SD DOE has developed a web page to show the progress of the department in the development and implementation of plans to meet all assurances under SFSF Phase II. The location of the website is:

<http://doe.sd.gov/stimulus/>

A spreadsheet showing the status of each assurance can be found under the Status of Phase II Assurances link under State-Specific Information.

The web page will be updated at least monthly to show the most recent progress of the department in each area.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	\$1,600	80 hours of SD DOE staff time at \$20/hour.
	Federal		
Fringe Benefits	State	\$222	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is \$5,773 per FTE.
	Federal		
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	\$6,000	40 hours of Infinite Campus programming time at \$150/hour
	Federal		
Other	State		
	Federal		
Total	State	\$7,822	
	Federal		

Indicator (c)(11) – Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

This indicator can be met by developing a Memorandum of Agreement (MOA) between the SD DOE and the SD BOR. This MOA will allow SD DOE to pull specified data fields for high school graduates and provide the information to SD BOR to perform a match through the National Student Clearinghouse. Once the process is completed, SD BOR will de-identify all data and provide the results back to SD DOE to report.

Complete the Milestones and Timelines using the table below:

Milestone	The milestones that the State establishes toward developing and implementing those means	Timeline
1	The milestones that the State establishes toward developing and implementing those means	The date by which the State expects to reach each milestone
1	Write MOA between SD DOE and SD BOR. The MOA will specify the data elements to be pulled and the process for de-identifying student data	April – June 2010
2	SD DOE pulls previous and current year graduate data and sends to SD BOR	July – August 2010
3	SD BOR performs match of data through the National Student Clearinghouse.	September – October 2010
4	SD BOR provides data back to SD DOE	November 2010
5	SD DOE reports results on website	December 2010

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

Due to recent interpretations of FERPA regulations in regards to ARRA, there are no known obstacles.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

This would be a partnership between the SD DOE and the SD BOR. The partnership will be formalized by a Memorandum of Agreement.

Procedures will be developed between the Department of Education (DOE) and the Board of Regents (BOR) (state agency responsible for oversight of the 4-year public institutions in South Dakota) to collect data on all South Dakota High School graduates postsecondary participation rates each year. The BOR currently provides detailed information about student postsecondary participation rates within the Regental system which includes roughly 55% of all South Dakota High School graduates. The remaining 45% of graduates (those attending in-state public and private, and out-of-state institutions) will be assessed by matching individual student data available through the DOE. Personnel with the BOR will perform a match across its student information system with the complete list of South Dakota high school graduates. Those who have not attended a Regental institution within a year of graduation will be matched through an existing service agreement with the National Student Clearinghouse. The NSC provides a range of services employed by Regental institutions to verify enrollments at postsecondary institutions outside the system. NSC also provides a range of services to high school personnel for tracking graduate educational progression beyond high school (i.e., college enrollment, persistence, transfer, graduation rates, degrees awarded, and course of study). Using a memorandum of agreement between these two state agencies, data will be obtained through the NSC to collect a complete range of postsecondary data that can be used in making informed policy decisions.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

NA

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and

progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

SD DOE has developed a web page to show the progress of the department in the development and implementation of plans to meet all assurances under SFSF Phase II. The location of the website is:

<http://doe.sd.gov/stimulus/>

A spreadsheet showing the status of each assurance can be found under the Status of Phase II Assurances link under State-Specific Information.

The web page will be updated at least monthly to show the most recent progress of the department in each area.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	\$800	40 hours of SD DOE staff time at \$20/hour
	Federal	\$800	40 hours of SD BOR staff time at \$20/hour
Fringe Benefits	State	\$111	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefit rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is \$5,773 per FTE.
	Federal	\$111	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State		
	Federal		
Other	State		
	Federal		
Total	State	\$1,711	
	Federal	\$1,711	

Indicator (c)(12) – Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

The public four-year institutions in South Dakota currently have the capacity to provide this information related to high school graduates, and the public technical institutes are currently working to develop an integrated data system that would make it feasible to document student progression within 16 months of high school graduation. When this system is in place, the 10 public postsecondary institutions would be able to merge data to report on student successful first year progression toward degree completion.

Complete the Milestones and Timelines using the table below:

Milestone	Timeline
<i>The milestones that the State establishes toward developing and implementing those means</i>	<i>The date by which the State expects to reach each milestone</i>
1 Write MOA between SD DOE and SD BOR. The MOA will specify the data elements to be pulled and the process for de-identifying student data	April –June 2010
2 SD DOE pulls graduate data from the previous academic year and provides to the SD BOR.	July – August 2010
3 SD BOR performs match of data through the National Student Clearinghouse.	September – October 2010
4 SD BOR provides data back to SD DOE	November 2010
5 SD DOE reports results on website	December 2010

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

Due to recent interpretations of FERPA regulations in regards to ARRA, there are no known obstacles.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

This would be a partnership between the SD DOE and the SD BOR. The partnership will be formalized by a Memorandum of Agreement.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

NA

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

SD DOE has developed a web page to show the progress of the department in the development and implementation of plans to meet all assurances under SFSF Phase II. The location of the website is:

<http://doe.sd.gov/stimulus/>

A spreadsheet showing the status of each assurance can be found under the Status of Phase II Assurances link under State-Specific Information.

The web page will be updated at least monthly to show the most recent progress of the department in each area.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	\$800	40 hours of SD DOE staff time at \$20/hour
	Federal	\$800	40 hours of SD BOR staff time at \$20/hour
Fringe Benefits	State	\$111	Fringe benefits are calculated annually for each department by
	Federal	\$111	the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is \$5,773 per FTE.
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State		
	Federal		
Other	State		
	Federal		
Total	State	\$1,711	
	Federal	\$1,711	

Indicator (d)(1) – Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Internal discussions have taken place to identify the steps needed to implement the requirement. Staff have identified options, data needed, concerns, and personnel required.

Complete the Milestones and Timelines using the table below:

Milestone	Timeline
<i>The milestones that the State establishes toward developing and implementing those means</i>	<i>The date by which the State expects to reach each milestone</i>
1 SD DOE internal discussion	December 2009
2 Information representing each option will be drafted and presented to the state’s Technical Advisory Committee (TAC) for input and recommendation.	Spring 2010
3 Methodology for calculations will be finalized.	Summer 2010
4 Student and school data for the 2009 and 2010 state assessment administrations will be retrieved.	Fall 2010
5 Calculations completed.	Winter 2010
6 Results publicly reported via the state website	March 2011

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

None foreseen. The state's assessments for reading and mathematics are not vertically scaled, requiring an alternative method to be utilized to determine the mean scale score of each school. In addition, the state's reading assessment was different in 2009 from the 2008 test. Therefore, SD DOE will use 2009 and 2010 assessment results to calculate the mean scale score difference between the two years as these two test administrations are the same.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

Responsibility for this requirement will be shared between the following offices within the SD DOE: Office of Finance Management, Office of Assessment and Technology Systems, and the Office of Educational Services and Support.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

The Department's Technical Advisory Committee (TAC) will be asked to provide input as to which of the methodological options the state might use.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

SD DOE has developed a web page to show the progress of the department in the development and implementation of plans to meet all assurances under SFSF Phase II. The location of the website is:

<http://doe.sd.gov/stimulus/>

A spreadsheet showing the status of each assurance can be found under the Status of Phase II Assurances link under State-Specific Information.

The web page will be updated at least monthly to show the most recent progress of the department in each area.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	\$1,000	60 hours @ \$20 / hour
	Federal	\$200	
Fringe Benefits	State	\$138	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is \$5,773 per FTE.
	Federal	\$28	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	\$1,000	TAC expenses
	Federal		
Other	State		
	Federal		
Total	State	\$2,138	
	Federal	\$228	

Indicator (d)(2) – Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Internal discussions have taken place to identify the steps needed to implement the requirement. Staff have identified options, data needed, concerns, and personnel required.

Complete the Milestones and Timelines using the table below:

Milestone	Timeline
<i>The milestones that the State establishes toward developing and implementing those means .</i>	<i>The date by which the State expects to reach each milestone</i>
1 SD DOE internal discussion	December 2009
2 Information representing each option will be drafted and presented to the state’s Technical Advisory Committee (TAC) for input and recommendation.	Spring 2010
3 Methodology for calculations will be finalized.	Summer 2010
4 Student and school data for the 2009 and 2010 state assessment administrations will be retrieved.	Fall 2010
5 Calculations completed.	Winter 2010
6 Results publicly reported via the state website	March 2011

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

None foreseen. The state’s assessments for reading and mathematics are not vertically scaled, requiring an alternative method to be utilized to determine the mean scale score of

each school. In addition, the state's reading assessment was different in 2009 from the 2008 test. Therefore, SD DOE will use 2009 and 2010 assessment results for both reading and mathematics to calculate the mean scale score difference between the two years as these two test administrations are the same.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

Responsibility for this requirement will be shared between the following offices within the SD DOE: Office of Finance Management, Office of Assessment and Technology Systems, and the Office of Educational Services and Support.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

The department's Technical Advisory Committee (TAC) will be asked to provide input as to which of the methodological options the state might use.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

SD DOE will develop a web page to show the progress of the department in the development and implementation of plans to meet all assurances under SFSF Phase II. Where applicable, links to data that is completed will be provided.

The web page will be updated at least monthly to show the most recent progress of the department in each area.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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A spreadsheet showing the status of each assurance can be found under the Status of Phase II Assurances link under State-Specific Information.

The web page will be updated at least monthly to show the most recent progress of the department in each area.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	\$1,000	60 hours @ \$20 / hour
	Federal	\$200	
Fringe Benefits	State	\$138	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is \$5,773 per FTE.
	Federal	\$28	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	\$1,000	TAC expenses
Other	Federal		
	State		
Total	State	\$2,138	
	Federal	\$228	